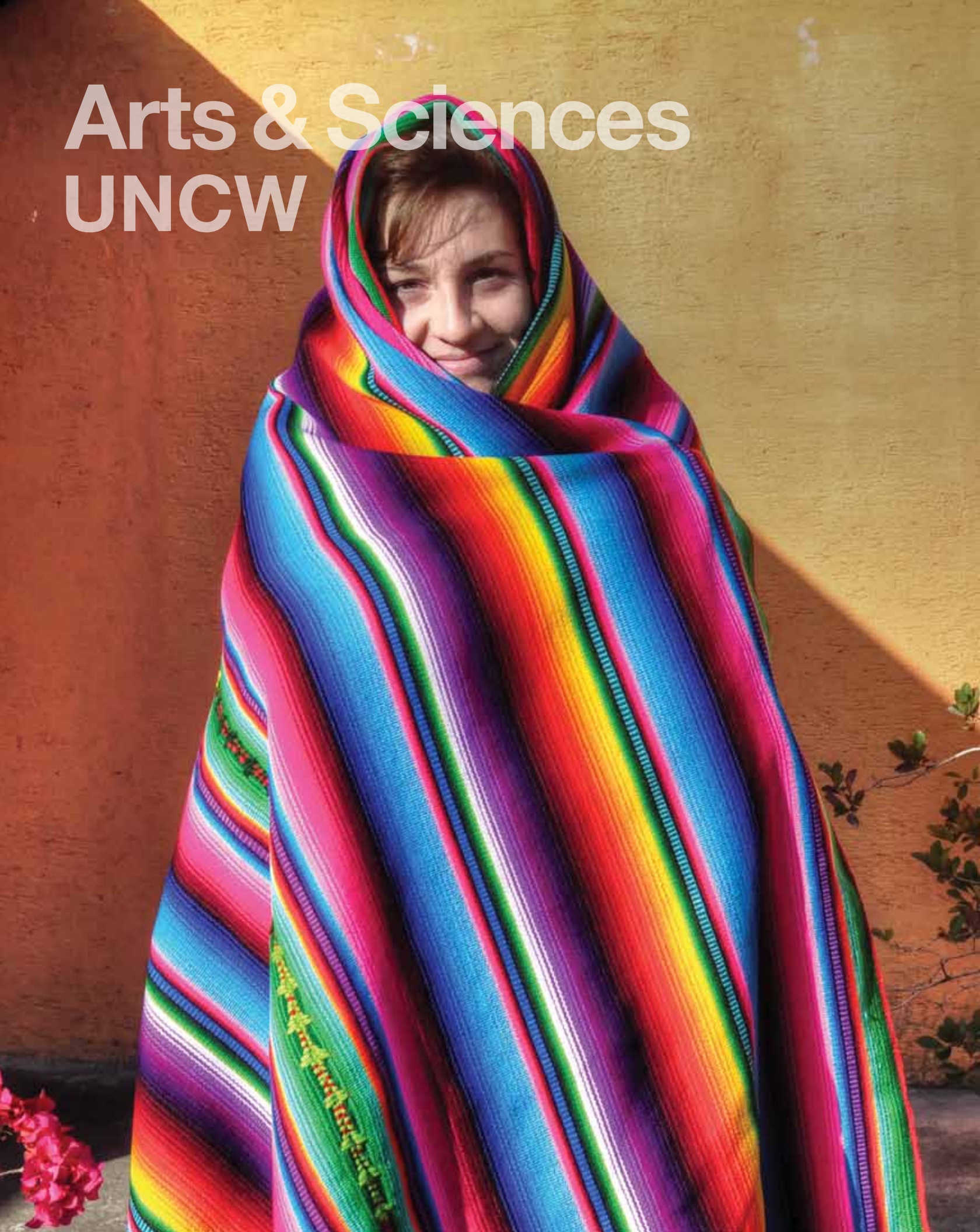


# Arts & Sciences UNCW



## MESSAGE FROM THE DEAN



You'll notice an international flavor to this issue of *Arts & Sciences*. In part, this just reflects the reality of our world as a global community in the 21st century, but it also shows how UNCW and the College of Arts and Sciences have evolved. Preparing our students to be global citizens is a priority. We've made great strides in increasing the number of students who study abroad, and we take every opportunity to welcome international scholars and students to our campus.

But internationalization is more than just placing people in a particular location for a given period of time. UNCW and the College of Arts and Sciences seek to foster global awareness in all aspects of our work. You'll find several stories in these pages that illustrate this approach and, I believe, make a compelling case for its value.

For example, we look to foster global citizenship by internationalizing our curriculum. Last fall we launched our new Bachelor of Arts degree in international studies—one of the most exciting and promising curricular initiatives I've seen at UNCW. It draws upon courses with a global focus offered by many UNCW departments and schools. The goal of the program is for students to acquire a basic liberal arts foundation combined with substantive knowledge and skills focused on global awareness. Response to the program has exceeded expectations, with more than 50 students enrolled as majors at the end of the 2011 fall semester.

On another curricular front, nothing is more central to global awareness than study of the world's languages. But universities face practical obstacles—especially in this time of limited resources—in teaching languages that attract relatively few students. Our Department of Foreign Languages and Literatures is at the forefront of a collaborative initiative among UNC campuses to pool our resources, using technology to share faculty and courses in less-studied languages.

Our embrace of all things international isn't limited to what we do in the classroom, either. Our faculty and student researchers are involved in discovery all over the world. As examples, see the coverage in this issue of an archaeological project in Egypt and an avian study in Belize.

Public presentations are an essential part of our engagement with our community, whether we define "community" as the campus, the region, or beyond. International themes are evident here as well. Note the feature in this issue on the Department of History's Sherman lectures and the story about our student-run Visions International Film Festival and Conference this spring. This last example demonstrates not only our international scope, but also how our students find practical application for what they learn—applied learning at its best!

Best regards,

A handwritten signature in black ink, reading "David F. Cordle". The signature is fluid and cursive, with the first name "David" being the most prominent.

David Cordle, Dean  
College of Arts and Sciences

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# Arts & Sciences

The Magazine of the **College of Arts & Sciences** at the University of North Carolina **Wilmington**

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Cover: Juliet Wiebe-King '13 in Antigua, Guatemala. Read more about Juliet and international studies on page 16

# WHAT IS CAS?

## An Integrated Marketing Communication Class Tackles the College

By Oliver Evans '12

The IMC group meets with Dean David Cordle to discuss the marketing campaign for the college. Left to right, Jeanne Persuit, communications studies assistant professor, Alaethea Hensley, Jessica Kingman, Claire Dillard, Oliver Evans and Elizabeth LaPuasa.

### Identity-Challenged?

In fall 2011, College of Arts and Sciences Dean David Cordle became a client of Jeanne Persuit's Integrated Marketing Communication (IMC) class. Working as an in-house agency, five communication studies students took on the task of creating an IMC plan for the college.

IMC brings together marketing strategies like promotion, advertising and public relations as one force. It relies heavily on the customer and the customer's feedback.

As a member of the team for this unique, hands-on IMC project, I worked alongside Jessica Kingman '12, Claire Dillard '12, Elizabeth LaPuasa '12 and Alaethea Hensley '12. As we undertook our assignment, we researched the opinions of students, faculty and staff from the wide range of CAS disciplines.

"Our major finding was the fact that students weren't aware they were even in the College of Arts and Sciences," says Jessica.

Claire elaborates. "Because it's so much larger, it's just not branded as a community... students are engulfed in what's going on in their own department and what's going on in the university; they don't focus as much on the sub-community that is CAS."

In order to unify students of such a wide array of disciplines, our IMC team aimed to reach a platform of communication that would bring the CAS community together. After a semester of research, we presented our final project—a multi-faceted IMC plan—to the dean, our classmates and Richard Olsen, chair of the Department of Communication Studies. After positive feedback, our group decided to carry forward the plan in the spring semester as a directed individual study (DIS).

## Project as Process

Dr. Pursuit explains that when she initially discussed promoting awareness of CAS with Dean Cordle, they agreed that it was important to start right at the beginning.

“The project really started with the CAS Mission Statement. We just aren’t doing IMC for CAS because CAS was brand-less. It’s because the dean believes in the mission of the college and this project sought to connect faculty, staff and students to this mission,” says Professor Pursuit.

IMC is a hands-on project, but also a process. First we use our research as the base and then identify a problem before we implement any tactics. Building steadily is one of the most important aspects of IMC. Gradually gaining awareness of this project, like we have, opened the door to how necessary its intentions are. The process showed us how important it is to give CAS the brand awareness and dedication it needs down the road. The college needs a plan that maximizes the impact on the end users—in this case, CAS students.

## Implementing the Plan

Based primarily on research with CAS students and faculty, and discussions with Dean Cordle, our team decided on a digital, social media strategy. We created student-run and student-moderated Tumblr and Pinterest social media platforms. These platforms open the door for CAS students to demonstrate what they do in their majors and what other values they may have.

Social media was targeted because it’s a superior channel for modern communication, especially among students. The Millennial generation, those between 18 and 30 years of age, has grown up with a strong reliance on technology and the Internet. Most everyone we talked to is online, and Tumblr, Pinterest and other social media components can help keep students informed and feeling like they belong. Tumblr and Pinterest accounts may be viewed without having to sign up, which entices even more people to view what’s going on.

Getting the word out and “seeding” the Tumblr required us to present to various student organizations

within CAS, giving us an instant opportunity for students to get involved. It’s important that it becomes a joint effort between everyone. A creative format that will appeal to all different disciplines in CAS is crucial.

“We really underlined this by showing them a video of a microbiology professor and one of his students at Stanford who rapped about cell division,” says Jessica.

## Moving Forward

It’s exciting to see how far this project has come and the potential it has for the CAS community at UNCW.

It has been an exceptional learning experience for all of us and, with graduation so close, we are glad we embarked on such a distinctive project that has the potential to bring the CAS community together. Ideally, students who have completed or are in the process of taking IMC II with Dr. Pursuit will maintain the social media and ultimately the CAS brand awareness initiative that we have become so familiar with.

Dean Cordle highlights the success of the project when he says, “The students have suggested strategies and tactics that, as we employ them, will address that internal problem very effectively. I anticipate that this will make a big difference over time, not just for faculty, staff and students who are with us right now, but I can see as new ones come in that we will start from a better place in the beginning.”



*(Harpia harpyja)*

# the Harpy Eagle:

## Leading to Community

By Elizabeth King Humphrey '03M

**A** new community of conservationists is taking flight in Belize.

**It started by monitoring a bird.**

Mind you, it is the Harpy eagle, a big bird to monitor. Weighing as much as 20 pounds, with a wingspan that reaches up to 7 feet, the Harpy eagle commands attention.

But observing such large birds of prey is only part of what Jamie Rotenberg, assistant professor of environmental studies, has been accomplishing in Belize for the past five years. He is also involving local residents in the conservation of their environment.

Rotenberg, along with researchers at the Belize Foundation for Research and Environmental Education (BFREE), started a Harpy eagle monitoring program after a juvenile bird was first spotted in 2005. In 2010, the researchers

discovered what is thought to be the first active Harpy eagle nest in the Bladen Nature Reserve in the Maya Mountains of Belize.

According to Rotenberg, Harpy eagles are “essentially endangered” predatory birds, across most of Central America north of Panama. They have long been considered “critically endangered in Belize, due to habitat loss and harassment by people shooting them,” says Rotenberg.

In addition to gathering information about the Harpy Eagle, the group monitors other Belizean birds.

“We’re collecting long-term data, nearly 10 years or more, of which we’ve collected five years,” Rotenberg explains. “It is the first long-term data set ever collected in the Mayan Mountains.”

Rotenberg is also building a multi-faceted, active alternative livelihood strengthening program.

The livelihood program and its community outreach have trained and hired nearly a half-dozen people from local villages to become avian technicians who live at the field site.

“Many times in Belize and lesser-developed countries, you have scientists, like myself, who do their work and then leave. Many times they might hire a field assistant as a guide or porter, but the field assistants don’t really learn anything from it,” Rotenberg says. “So nothing is really left with the community or left with the local people, in terms of benefitting them other than the scientific research.”

Rotenberg wanted to take a different approach in Belize by actively involving local residents in the research and conservation of their environment. Part of the avian technicians’ job is outreach education into their communities.





“Unfortunately for many locals, Harpy eagles have a negative connotation. They are analogous to our ‘boogie man’ in some of today’s Mayan folklore,” Rotenberg says. “The technicians become the conservation ambassadors. And they go into the villages, many times where they are from, and explain why birds are important, why kids shouldn’t be trying to shoot them with slingshots, and the kids listen. They explain why Harpy eagles are important, and why the national preserves are important. They really listen.”

And the livelihood project has flourished. William Garcia, one of the technicians, has embraced his job by taking part in the U.S. National Park Service Park-flight Internship, which teaches how to band and count birds and all the monitoring methods of an avian technician. Garcia’s six-month

internship was at the Klamath Bird Observatory in Oregon, and he did his internship nearby at Crater Lake.

Garcia had no formal education and didn’t know how to work a computer before the Harpy eagle project, but he has become the lead person on the Belize project. He is now in charge of on-the-ground operations for Rotenberg and has also submitted a paper for submission to the fifth North American Ornithological Conference, a conference that gathers “3,000 crazy ornithologists” every four years, Rotenberg says. Garcia also received the Emerging Wildlife Conservation Leaders award from Defenders of Wildlife.

The successes with the avian technicians gave Rotenberg and Jeff Hill, professor of

environmental studies, the inspiration to create a pilot avian technician training program at the field site. University of Belize students will visit the site once a month during the next academic year. They received a Cahill Grant through UNCW to help with the initial funding.

“We hope to train a whole new set of people to be, not only, conservation aware but also to work in the field. There are jobs available, but people don’t have the education to actually do it.” They will run it, using the model of applied-learning UNCW models, Rotenberg says. “At the end, we hope to then apply for another grant to embellish the program.”

And, perhaps, build an even bigger community of avian technicians.



A house in the Maya village of San Miguel in the Toledo District. Inset, Jamie Rotenberg in the Bladen River.

JAMIE ROTENBERG

SAM MEACHAM





JAMIE ROTENBERG

## AN INTERVIEW WITH WILLIAM GARCIA

### **How did you become involved with the project?**

I did an application for a job in the Bladen Nature Reserve as a ranger but did not get it, so I asked for a job with the Belize Foundation for Research and Environmental Education, and I was hired as the gardener. Jacob Marlin, founder of BFREE, was looking for interested people to work on the [Jamie Rotenberg] project so I applied for the job and got it.

### **Why did it interest you to become involved?**

The first year, I was just working for the money since it was good salary. But after working for a year and seeing that I was learning a lot of things about birds and Harpies, I started getting really serious about it. It was like getting paid to go to school.

### **What is your favorite part of the work you do on the project?**

I will say everything. I enjoy doing this kind of work, but what I really like the most is the environmental education program that we do every year. I feel like I am doing something that will change the minds of people about our environment.

### **What is it about the work that made you become interested in becoming an avian technician and now a recognized leader in your field?**

Well, after working for the first year on the project, I saw the potential for me to further my education and, by learning as much as I can about birds, it was going to help me in my future. Also, I saw that BFREE was offering me many training opportunities, and this was my chance for a change in my life.

### **Do you also go into the local community to talk to adults or children about the Harpy eagle and conservation? If so, what are some of the responses to the studies that UNCW is conducting?**

Yes, we do go into the local villages to talk about our work. First, when the project just started, the responses were not comfortable because people were thinking that I was planting marijuana at BFREE. After we started the environmental education programs, we started getting feedback like: The work you are doing is great. When can we go to BFREE and you can talk about Harpies? How can I get involved with the program? Let's protect these birds of prey, they live on our backyard. Are these education programs going to happen every year? I want to be involved in them. We are very lucky to have this bird in Belize.

### **What direction do you hope to take in your career?**

I hope to further my education in the future because I have only finished primary school. I also want to do more environmental education. I hope to train as many people as I can about birds and conservation and hope to make an impact so people start thinking differently about the environment.

### **What are the most amazing things you have learned about the Harpy eagle?**

I will say that everything that I have learned about the Harpies is amazing. I did not know anything about them and monitoring them up close was just amazing for me. Watching the juvenile Harpy interact with the parents was just amazing.

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William Garcia in the Bladen River.

# Lost and Found:



**Art History Professor and Excavation Offers International Travel, Hands-On Learning and Real-World Experience**

By William Davis '08M



NICK HUDSON



**Y**ou can learn a lot about a person from the things they own. Everyday items like a pot, a kitchen knife and a floor tile can tell the story of someone's place in society, their wealth, status and occupation. This is one reason archaeologists love everyday items.

“Studying pottery is a way of examining how cultures change and shift,” says Nicholas Hudson, assistant professor of art and art history.

“Generally, the people—the everyday Joe, people like you and me—are silent.”

Archaeologists love pottery for the insight its pieces provide into the lives of common people, people usually absent from the monuments and written texts of the ancient world.



Greek-style eating vessels from a house destroyed by fire (ca. 200-150 B.C.).

## Thmuis, Egypt

For the past three years Hudson has been part of an international team, headed by the University of Hawaii, exploring the archaeological remains of the ancient city of Thmuis (pronounced t'moo-wis) in Egypt. The remains are found in a large mound—named Tell Timai—located on the outskirts of modern day Timai al-Amdid. (Please see sidebar for more information about the ancient city of Thmuis.)

In the summer of 2011, Hudson took a UNCW student with him to help preserve and document the ancient city. Along with a team of 30 archaeologists, graduate students and students from the University of Hawaii and institutions in Britain, Australia, Italy, Greece and Egypt, Hudson and Isabel Heblich '11 spent five weeks at the Tell Timai archaeological site excavating and recording the ancient remnants.

If the geopolitical situation permits, Hudson and the team will return this summer as part of the ongoing, multi-year project. Hudson is responsible for analyzing the tons of pottery that come from the excavation site.

### The Site Artist

When she first signed up to serve as an artist for the dig, Heblich was a senior majoring in art history and creative writing. The excavation team sponsored her trip, allowing her to spend five weeks in Egypt as the site artist.

A professionally trained artist, Heblich says the position included a salary, so the work she did funded the trip. The archaeological site attracted Heblich because of her interest in the ancient world.

"I've had a long-time fascination with Egypt and ancient Rome and ancient Greece," says Heblich.

As part of her training, she learned the basics of field craft—how to mark, document and dig for artifacts using a trowel and brush. Working with Hudson,

she picked up the basics of identifying the origins and age of pottery on sight. Before long, she was able to pick out the heavier Roman-era shards from those made during the reign of the Greek pharaohs.

"It's obvious when you are looking at it," she says.

As site artist, Heblich says she learned the exacting mixture of art and science involved in producing publication-quality archaeological drawings. The first step involves taking precise measurements of an artifact down to the millimeter, then using graph paper to precisely record not just the appearance but the density and period-specific details necessary to document a find.

"A photograph can't take those measurements," she says.

While no longer a student, Heblich plans to return to the site this year. The team has sponsored her again, so she will be able to gain further experience in the field. While she does not know if she will be able to work professionally as a site artist, Heblich says she plans to continue to try to secure places on other excavations.

"I would like to, if it is possible to keep doing it," she says.



Isabel Heblich '11 drawing pottery at the dig house with flowers arranged in a Hellenistic water jar (ca. 200-150 B.C.).

NICK HUDSON



## The City of Thmuis / By Nick Hudson

*The delta city of Thmuis was a product of its environment.*

It was created when the branch of the Nile River that passed by the ancient city of Mendes shifted away from its ports in the late 5th century B.C. and the population founded a new port and town along the river's new banks less than a mile away.

This "new city," which is what Thmuis means in ancient Egyptian, quickly supplanted the commercial importance of the old city of Mendes. From the 3rd century A.D., Thmuis overshadowed Mendes and remained an important political and commercial center until it was abandoned in the 9th or 10th century A.D.

Thmuis thrived during the periods when Egypt was controlled by Greek kings and later the Roman Empire. Under the Greeks, it was famous for its perfumes, so much so that Cleopatra, the last of the Greek rulers in Egypt, wore fragrances from its workshops. As a Roman city, Thmuis was an important administrative capital for the Nile delta.

Throughout the long history of Thmuis, people lived and died at the site, leaving behind evidence of their lives, buried in the rubble of their mud-brick houses. This site, in particular, has the possibility to be something special for archaeology in the region.

This year, the excavations were awarded a National Geographic Scientific Research Grant of \$21,720 to fund exploration of the southern portion of the massive site in search of a lost Greek temple. Evidence of the temple was found in previous seasons, in the form of large stone columns, but the structure has yet to be located. It is hoped that the team will be able to determine the date of the temple and to whom it was dedicated.

Excavations will be challenging, since the temple is located beneath marshy farmland, which must be drained before digging can begin.



Part of a large deposit of pottery found in a Hellenistic house that had been destroyed by fire in the early 2nd century B.C. (ca. 200-150 B.C.). Greek styles mix with Egyptian styles of household pottery.



Hudson in front of a Hellenistic Period sphinx in Alexandria, Egypt.

### FOR FURTHER INFORMATION:

For more information about Egyptian archaeology and art, try these databases offered by Randall Library:

*Anthropological Literature*

*Art Abstracts*

*Art & Architecture Complete*

Selections from the Randall Library Collection:

*Ceramics: A Potter's Handbook*

*Forgotten Africa: An Introduction to Its Archaeology*

*An Introduction to the Archaeology of Ancient Egypt*

*African Pottery: Forming and Firing (DVD)*



“It’s really amazing to see what students just like me are producing on the other side of the world.”

— Maryosha Eggleston '13

UNCW/JAMIE MONCREEF

Film students filming for the 1Hour/1Take competition, a part of the Visions Film Festival and Conference.

Top, left to right, Sheena Vaught, UNCW film studies alumna, Royce Marcus, UNCW film studies student, and Laura Casteel, UNCW film studies student, prepare for the 1Hour/1Take competition.



# An EXPANDING Vision:

UNCW undergrads make their way in the big world of film

By Arianne Beros '12M

The student-run Visions Film Festival and Conference has expanded its scope since its 2006 debut.

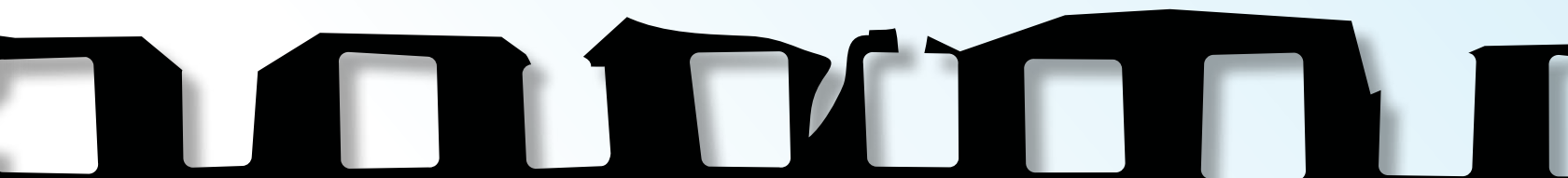
Last year's edition featured some radical changes, including a new venue. The Cucalorus Film Festival had generously donated screening space to Visions, but in 2011 Visions moved to UNCW's Lumina Theater. The two-hour event also expanded to fill a whole day.

Visions 2012 continued to build its new model while celebrating the conference and international elements that has made Visions a truly unique opportunity for undergraduate filmmakers and scholars.

"A lot of students come into the major mostly interested in Hollywood big budget filmmaking," says UNCW film studies assistant professor and Visions director Shannon Silva. "Most of us come to film as a career because we had a really good time at the movie theatre growing up."

But filmmaking and film scholarship have a rich history extending far beyond Tinseltown. UNCW film studies department's courses explore underground movements, independent film, animation and documentary, and while the students are encouraged to keep a finger on Hollywood's pulse, the same goes for Bollywood and eastern European cinema.

When Silva and her students decided to expand Visions into a screening and a conference, they also broadened their pool of applicants from UNCW undergraduates to undergraduates worldwide. Making the festival an international endeavor builds upon the department's multicultural curriculum, helps students gain a global perspective on film studies, introduces them to a wider spectrum of artistic and scholarly possibilities and exposes them to the work of peers around the globe. It shows them options of production and scholarship they don't yet know about.



"It's really amazing to see what students just like me are producing on the other side of the world," Visions assistant director Maryosha Eggleston '12 says.

For many of these reasons, the checklist for the festival's keynote speaker is extensive: international, undergraduate, filmmaker and scholar. This year, Javi Zubizarreta screened *Zuretzako*, his award-winning documentary about his Basque shepherd grandfather.

Visions has been a showcase for UNCW students to screen their films to the larger Wilmington community, and faculty members were happy with the event's early successes. However, they knew it presented an opportunity for an even richer applied-learning experience.

"Our department isn't just production, it's studies and production as a unit," says Silva. "We knew we needed to add a conference component to the event."

Both the film screenings and the scholarly conference exclusively feature undergraduate work. There are other undergraduate film festivals—for example, Notre Dame's Midwest Undergraduate Film and Television Conference—but there wasn't a combination festival-conference, merging both academic paths. Silva's students were excited to create a space in the landscape where both filmmakers and scholars could study a block of work by their peers.

"The interaction was extremely intense, and they're all friends still," Silva says.

Film studies major and Visions assistant director Jacob Mertens '12 says the conference is his favorite part of Visions.

"It's like a performance," he says. Watching the presentation of critical work transcends writing and scholarship Mertens notes, adding, "I get to see the authors of these works breathing life into them."

In 2011, he spent time on the other side of the podium presenting a paper. This year, he submitted three abstracts. Evaluating his peers' work for inclusion

in the conference has taught him how to write a winning abstract.

"You learn what to do and what not to do—you learn how to look at a great abstract and figure out what makes it so great, and you become cognizant of mistakes you have been overlooking in your own writing, because now you are looking through that critical lens," he says.

The Visions experiences have given Mertens the confidence and motivation to submit to other conferences, including those that publish mostly graduate-level work. His paper considering video games as art was accepted into the April 2012 Popular Culture Association/American Culture Association national conference.

One of the most fruitful and lasting effects of Visions is the interaction between Visions staff and visiting presenters. They work on films together, talk about scholarship and give each other a heads-up on opportunities for submitting papers and films. Watching these connections develop and strengthen made Silva want more.

"We want more students here, and we want more from all interactions, not just between Visions staff and presenters, but also other UNCW and visiting students, and even the larger community."

What Silva had in mind was a mix of social and professional networking opportunities. She took the problem to her students enrolled in the class responsible for managing Visions and asked them for a solution.

The students came up with the 1Hour/1Take video race. Teams competed to make the best one-minute video with an assigned prop and a Flip™ camera. Teams were made up of a Visions staff member, a visiting guest presenter, a UNCW student, a visitor from another school and a member of the public. They had one hour to develop an idea, rehearse a scene to run through it until it is achieved in one take. At the hour's end, all footage is turned in and screened.

Students designed the race to emulate the feeling that develops within a group of filmmakers over the course of a full-length project. According to the call for participants, "in such a fast-paced, creative and collective environment, people get to know each other quickly and deeply, forming some of their most profound creative relationships with the people they've met and worked with during production." The competition is more about community than quality, it's a high-energy way to have fun while getting to know other filmmakers.

During the planning stages, Eggleston and Mertens expressed excitement about the video race. Beyond the friendships and professional collaborations they hope to gain from it, they see the networking tool as a chance to spread the word about Visions. They want students to leave the conference feeling comfortable and celebrated and wanting to return, maybe even urging their peers to come. They want undergraduate film students from all over the world to see what Visions is doing.

"If I were not involved in Visions, and I heard about it—that undergrad students were doing what we're doing—I would be inspired," Eggleston says. She wants her peers to feel as confident and capable as graduate students and professionals. Visions, she hopes, can help quiet the voice in young film students that says "I could never do that."

"You can do it," Eggleston assures, whether screening work for an international audience or creating the festival that has gathered that audience.

"We're doing it. It's not easy, but if you have the inspiration and the motivation, your goal is within reach."

---

The Department of Film Studies hosted its second annual Visions Film Festival and Conference. UNCW student Royce Marcus, far right, discusses his documentary "Illegal Celluloid."



# VISIONS FILMFEST & CON



UNCW/JAMIE MONCRIEF

# Students Explain Why International Studies

By Jesse McCarl '12



## Juliet Wiebe-King '13

**Where are you from?** Richmond, Virginia.

**Are you enrolled in another major?** Anthropology major, Spanish minor

**What drew you to the international studies major?** I am fascinated with different cultures of the world, especially Latin America (which is why I'm an anthropology major as well). I was going to add Latin American studies as a minor, but I found out that I could major in international studies with a concentration on Latin America.

**At least three hours of international credits are required. Where did you/do you plan to study abroad?** I went on a UNCW spring break study abroad trip to Guatemala and Belize last spring for nine days. This past summer, I studied Spanish in Úbeda, Spain with UNCW's Dr. Jess Boersma. This spring semester, I am studying abroad in Antigua, Guatemala. At the end of the semester, I will be traveling to Chile, Colombia and Argentina.

**Where do you see yourself in five years?** I plan to be living and working in Central/South America but I'm not sure what exactly my job will be.

**What do you consider the biggest global concern right now?** I think the biggest global concern right now is overpopulation. This continuing increase of people produces many pressing issues such as the scarcity of resources (water, food, land, loss of ecosystems, mass extinctions, starvation, malnutrition) and pollution.

**Place you'd love to visit but would never want to live?** One of my many dreams is to backpack through Southeast Asia and be able to experience many of the incredible sights there such as Angkor Wat in Cambodia and the Land of Temples in Burma.

**Dream place to retire to?** Costa Rica. I have traveled there three times and the pace of life is completely different than the United States. The people I have met there are amazing and the land is beautiful.

**Last song played on your MP3 player?** "Babylon of the Orient" by The Shanghai Restoration Project.

DANIELLE RODE



The new international studies major offers the knowledge and skills to stay relevant in an increasingly globalized job market.

The major works in tandem with basic liberal arts classes, in which many students have already enrolled, and additional classes with a focus on global awareness. Those enrolled in the major pick either a thematic or geographic focus, and required credit hours studying in a foreign country of their choice. In the first two months the major was available, 25 students registered.

## Jordan Eicher '12

**Where are you from?** Apex, in the Raleigh area

**Are you enrolled in another major?** Yes, I am also a political science major.

**What drew you to the international studies major?** The world is increasingly interconnected, and as such, the implications of almost all actions are seen globally. Understanding this better has not only helped my understanding as a political science major, but it has made me more competitive in the global job market.

**What is your planned concentration within international studies?** I have a concentration in the Middle East because I feel that it is a corner of the world that is often misinterpreted here in America, at least among the youth. It is interesting to see how different the U.S. is from the Middle East, yet so very similar.

**At least three hours of international credits are required. Where do you plan to study abroad?** I am studying abroad at the University of Jordan in Amman, Jordan, for an Arabic language and Arab culture program.

**Where do you see yourself in five years?** I would like to imagine that I will be working on international diplomacy or intelligence with the region of my concentration, but with the increasing speed at which the world changes—especially politically—as we have seen with the recent Arab Spring, I would be open to work anywhere.

**What do you consider the biggest global concern right now?** It is hard to say. I do not believe there is one overarching threat, but there are numerous things that scare me: proliferation of nuclear weapons to belligerents, mass starvation, incredible political corruption and political violence, religious and ethnic persecution, as well as widespread environmental degradation and pollution, to name a few.

**Place you'd love to visit but would never want to live?** I would love to visit the Seychelles and experience the beauty of their beaches.

**Dream place to retire to?** I can't say. I assume my interests will be different when I retire, but I can tell you that it will need to be somewhere warm.

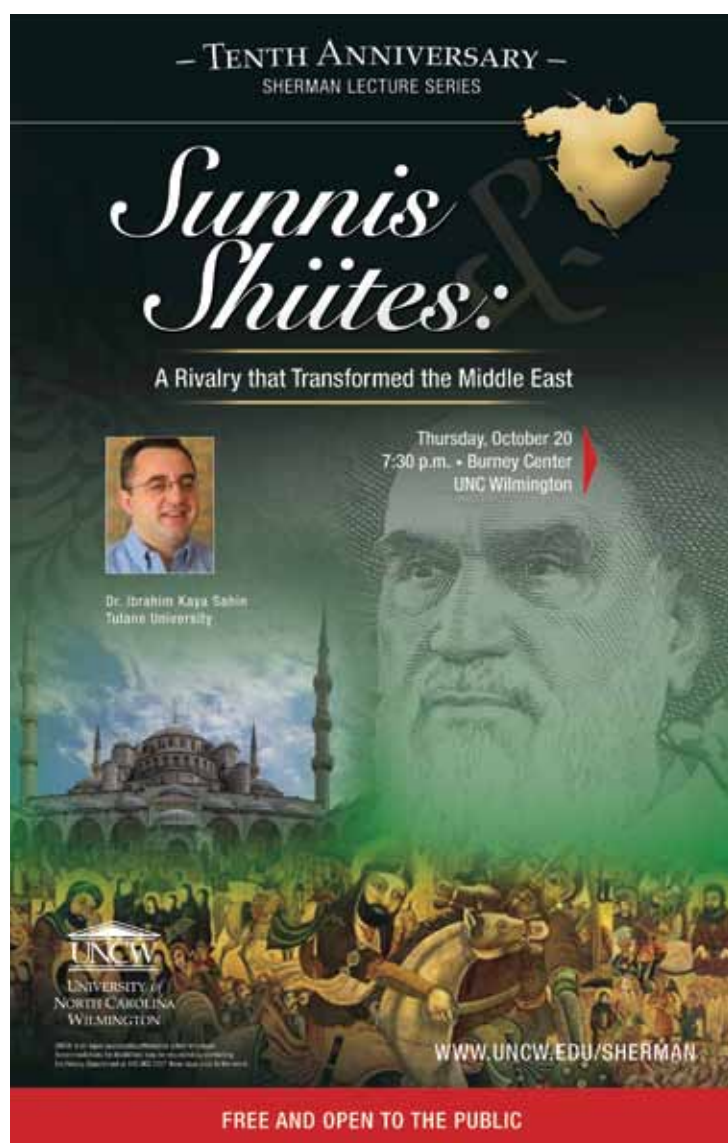
**Last song played on your MP3 player?** The last song I listened to was "Cowboy Casanova" by Carrie Underwood.... Don't judge me.



JORDAN EICHER

# Creating a Legacy: The Sherman Lecture Series Celebrates Its 10th Anniversary

By Jesse McCarl '12



2011 Sherman lecture event poster. The annual lecture just celebrated its 10th anniversary thanks to a generous gift from the Sherman family.

Full semester 1988 had already started when Derrick Sherman arrived at UNCW's Office of the Registrar with a request to attend history classes. But the semester's registration period was over, and it was too late to enroll. Derrick was forced to wait until spring to sign up for classes of interest to him. He wasn't aiming for another degree, the 75-year-old simply wanted to audit courses.

As the spring semester got into gear, it didn't take long before Derrick was spending whole days in UNCW history classes. Some of the professors called him their favorite student. And Derrick's enthusiasm extended to helping younger students, so long as they took their academics seriously.

By the time Derrick and Virginia Sherman moved to the Port City, the couple had raised two children—Ann and Philip—and experienced busy and full lives. Derrick was retired from a business career in Pittsburgh, Pa., where Virginia had been active on a local school board.

While they became established in Wilmington, they never quite forgot their interest in the world beyond. In fact, Virginia established a chapter of the United Nations Association in Wilmington. Their children became international travelers. Ann lived in Germany, and Philip lived in Asia, Europe and the United States.

## Giving Back by Enriching Minds

Philip and Ann wanted to honor their parents by creating an academic program that would reflect their lifelong interest in education and awareness of international affairs. UNC Wilmington, in their adopted hometown, was the logical venue.

"When Chancellor (James) Leutze accepted the program at Kenan House (in 2001), he said that he felt the university needed to start some traditions and that the Sherman lecture would be a good candidate for this purpose," Philip says.



# “What a wonderful gift the Sherman family has given to UNCW.”

“I think that, with the excellent work of the history department and more general support from other parts of the UNCW team, we are well on the way to meeting that objective as well as strengthening the images of UNCW and the history department as places where there is strong attention to the needs of young people, both students and scholars.”

The annual event—the Virginia and Derrick Sherman Emerging Scholars Program—has become known as the Sherman Lecture Series and carries the same themes and ideals that epitomized the couple. Every year, the UNCW Department of History sponsors a lectureship for a young scholar on an international topic relevant to current social and economic events. Unlike more typical events that seek to show prestige by inviting established speakers, by definition, the Sherman presenters are relatively new in their academic fields and the lectureship helps to launch their careers.

The lectures continue to reflect global awareness and have featured diverse topics through the years, from domestic terror threats to African poverty to Europe’s emerging democracies. For the 10th-anniversary lecture, Ibrahim Kaya Sahin presented “Sunnis and Shiites: A Rivalry that Transformed the Middle East.” Sahin received his Ph.D. from the University of Chicago in 2007 and is an assistant professor at Indiana University.

Each year, the endowment created by Philip Sherman and Ann Sherman-Skiba that funds the series honoring their parents grows so the event may continue to develop and to enrich others, just as Derrick did with his UNCW history classes and Virginia did with her community work.

Philip Sherman points out that the lecture series has thrived under the careful stewardship of three different chairs in the history department and long-time program coordinator, associate professor Taylor Fain. Current chair Paul Townend adds: “The series is at the center of the calendar and does so much to foster intellectual community on campus. It always stimulates discussion, as students and faculty engage with the scholar and as we bring in guest scholars and our own faculty to comment on the lecture. What a partnership the lecture has been, and what a wonderful gift the Sherman family has given to UNCW.”

## An Annual Tradition Begets a Family Reunion

Virginia died in 2003 and Derrick in 2005. In those early years, the series met in a space for 130 people, including standing room. In spring 2011, as the lecture series celebrated its 10th anniversary, the event attracted nearly 750 people.

Virginia and Derrick were able to attend the early lectures and initiated a tradition of a family lunch for the awardees and the program leaders in the history department. The annual program serves to encourage a Sherman family reunion; in a fitting tribute, Philip’s three sons and daughter and some of their families travel to Wilmington from around the globe—New York, San Francisco, Mobile, Ala., and London.

In recognition of what the series has accomplished, for its 10th anniversary, the speakers from the previous nine years were invited to participate in a roundtable discussion sponsored by the UNCW Department of History. Five former Sherman lecturers came together for the discussion.

Although the Sherman family has yet to count a UNCW graduate among its members, the family has left a permanent mark on the university. The couple’s extraordinary lives carry forward a legacy and will continue to give back to the Wilmington community for years to come.

The legacy endures—developing and bringing people together to honor the spirit of continuing education and global awareness.

*[Editor’s note: While this article was in production, Ann Sherman-Skiba—a great friend to UNCW—passed away.]*

## ADDITIONAL RESOURCES:

Available in Randall Library’s general collection, these Sherman Lectures were published by the UNCW Publishing Laboratory:

Alexander C. Cook, “Experiments in the Laws of History: China from Mao to the WTO”

Zsuzsa Csergo, “What Europe’s New Democracies Can Teach Us: Lessons in Cultural Division and Integration”

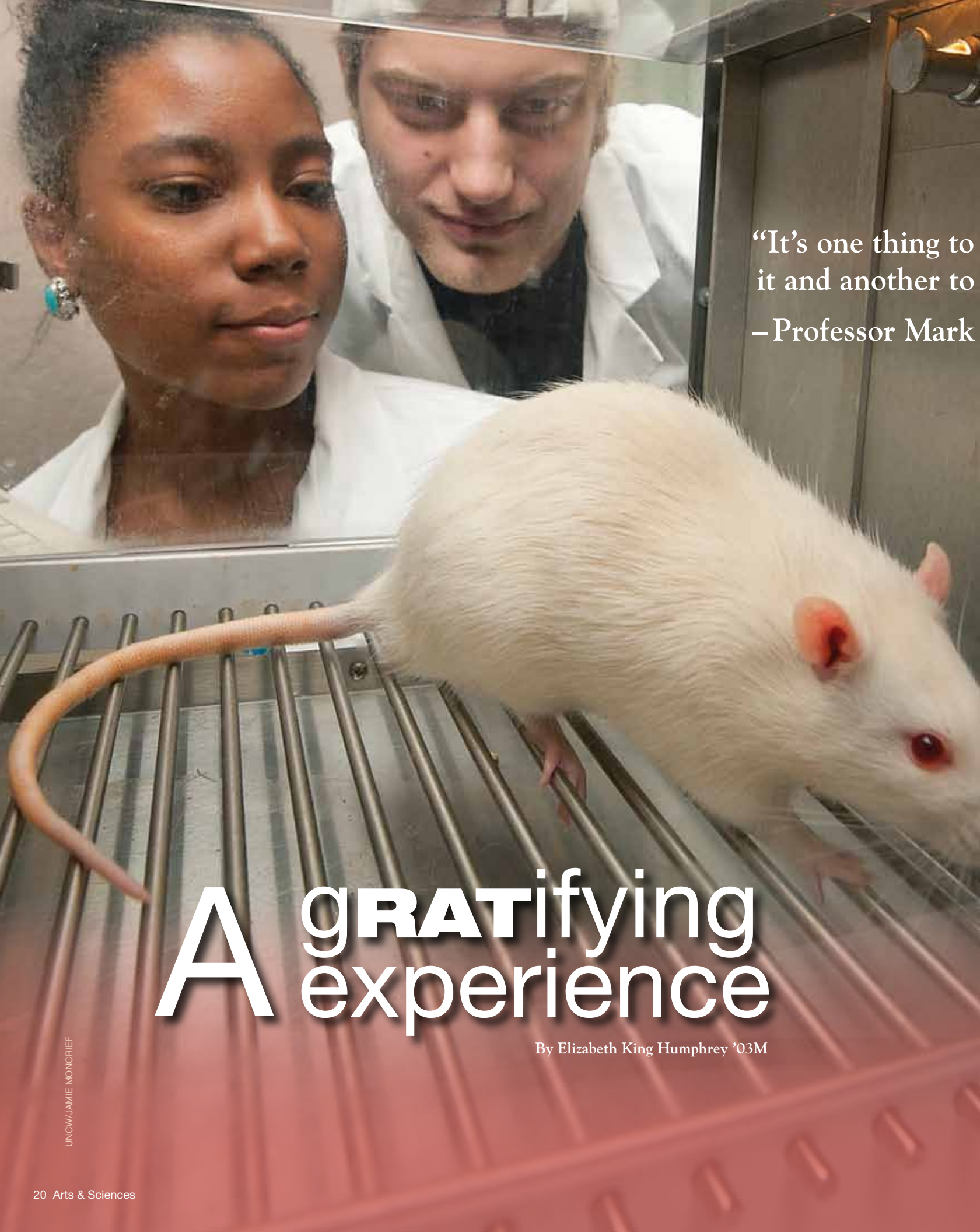
Jonathan Eastwood, “Venezuela and Hugo Chávez: Reform or Revolution?”

Ebenezer Obadare, “Africa Between the Old and the New: The Strange Persistence of the Colonial State”

Amy L. Sayward, “Imagining an International Community Based on Development and Peace: Thoughts on the Past and on a Future”

Mariola Espinosa, “Contagion and Conquest: The United States and the Fight Against Disease in the Caribbean” (in process)

More information on the lecture series: [www.uncw.edu/hst/shermandata/shermanemerging.html](http://www.uncw.edu/hst/shermandata/shermanemerging.html)



“It’s one thing to  
it and another to  
– Professor Mark

# A gratifying experience

By Elizabeth King Humphrey '03M

UNCW/JAMIE MONCRIEF



**H**ands-on learning takes on a whole new meaning in assistant professor Wendy Donlin Washington’s capstone psychology class, where students train rats to modify their behavior.

Capstone classes provide advanced laboratory learning for psychology majors—once they have completed many preparatory courses. There are a few options for the psychology capstone, but few of them allow students to observe behavioral changes. Professor Raymond Pitts and associate professor Christine Hughes also teach psychology capstone classes in which students are paired with, handle and train a baby rat.

“The students start learning about some of the things that affect learning,” says Donlin Washington. “As we teach a concept in class, we try it out to see if that works. The student manipulates different things in the rat’s environment.”

Students are given options, letting them choose an experiment with the rat in an operant chamber. For example, students may change the kind of food their rats receive or change the consequences for the food. The students observe how the rats’ behavior changes based on the environment.

“By the end of class, different rats are doing different things,” says Donlin Washington. “This is applied learning. This [kind of class] is what led me to the field I’m in. Actually seeing the behavior change—that sold me that this really works.”

Lab experiences have the biggest impact and are a “tremendous” experience, according to Professor Mark Galizio. “The students are not just doing the project, they are behaving as a psychological scientist.”

Capstone classes require extra funding to support the hands-on learning experiences they create, he adds.

“The classes have to be relatively small. To do these meaningful classes, it costs money to provide the supplies and resources, which can be tough on the department’s budget,” Galizio says.

Thanks to unrestricted funds donated by alumni and friends, David Cordle, dean of the College of Arts and Sciences, is able to provide funding for the capstone courses.

According to Donlin Washington, without the \$2,000 provided by the dean, the class wouldn’t have a lab to work in and wouldn’t be able to see how behavior changes in response to environmental changes. The money helps pay for the care and feeding of the animals, whose health and humane treatment is mandated by the university policy and federal government requirements.

The students are learning by doing: they develop a research idea, collect data and do the analysis. They write up a scientific report of the experiment from beginning through the conclusion.

“It’s one thing to read about it and another to do it,” says Galizio. “It’s very valuable, and I see it change students every time I teach those courses. The instructor needs to create an environment in which a student can do the research, but include constraints to allow the student to succeed. I think it is some of the best work that we do for our students.”

Hughes says that while some students are not sure what to expect in the lab setting, “this becomes their favorite class.”

The professors also enjoy capstone classes and are able to provide guidance as students attempt to balance appropriate research with scientifically valuable work.

“It is live, and you don’t know what is going to happen,” says Galizio. “When you are actually doing research, you don’t know the answer before you start. But as the instructor, you need to know that there is a reasonably likely outcome. I think it is one of the most valuable experiences they have as psych majors.”

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Mia Reeves and Zachary Fiske, seniors enrolled in a psychology capstone class, peer at a rat in a research operant chamber in a UNCW psychology lab. Capstone classes have benefitted from funds from the College of Arts and Sciences Excellence Fund.

# Going the Distance

with Learning and the Foreign Languages and Literature Consortia

By Elizabeth King Humphrey '03M

UNCW is at the forefront of a statewide collaborative foreign language consortia. The consortia give students the opportunity to take classes in languages not offered at UNCW from another UNC-system school. Students at those schools, in turn, are able to take language courses from UNCW professors.

## It's a Collaborative Effort

Currently, a German Studies Consortium, a Russian Studies Consortium and a Consortium of the Portuguese-speaking World are a part of this group—and it is growing.

"We will be offering a trial course in fall 2012 in Introduction to Ancient Greek—by importing the course from NCSU. This is the beginning of the formation of a Classical Studies Consortium," says Raymond Burt, chair of the Department of Foreign Languages and Literature and professor of German at UNCW.

The consortia enable the 17 UNC campuses "to find ways to offer a diversity of languages at each campus," explains Burt. He serves as the secretary for the UNC Language Assembly.

The courses offered in this manner are referred to as "distributive learning," a broad term encompassing the video and audio elements, he says.

## Easy-to-Use Technology

Dan Noonan, network analyst for UNCW Information Technology Systems, says the Cisco TelePresence MoviTM system that UNCW uses is "immersive and high definition. The way that we connect to other schools is interoperable [any variety of communication platforms can connect into the same class]. So whether students are on an Apple, PC or laptops, they can dial-in to access."



Sophia Fuller, Michele Littlefield, Kaitlin Gillespie and Timothy Wagnon participate in a German-language class being taught by David Smith at East Carolina University. This classroom in King Hall is one of several employed for the foreign language consortia.

UNCW/JAMIE MONCRIEF



The system, sponsored by the 17-campus partnership organization North Carolina Research in Education Network, allows for easy-to-use, one-touch calling, according to Noonan.

Noonan says that there are already 33 requests for recurring academic classes for fall 2012. Besides foreign languages, social work, education, business and the 2+2 engineering program will make use of UNCW's six distance education classrooms that use the Cisco system.

### Access to Advanced Language Courses

A senior Spanish major, Clare Engler wanted to become fluent in a third language as an “experiment and to learn something different than Spanish.”

She started with introductory Russian courses and was then able to take advanced classes in Russian using distance learning.

She is currently in her fifth Russian class—some of her classes have included up to 15 students in Charlotte and 20 in Greensboro. And Engler will be taking her Russian on the road when she studies in St. Petersburg for two months this summer.

When asked if she has made friends with the Russian-language students at the other campuses, she mentions that she hasn't. “I'm there to learn Russian.”



#### OTHER RESOURCES:

A great way to study languages is through feature films. Randall Library has a section of foreign films on DVD, for instance:

*Maqbool* (in Urdu and Hindi with optional English subtitles)  
UNCW Recreational DVD Collection

An Indianized adaptation of Shakespeare's *Macbeth* set against the backdrop of Bombay's mafia world

*Yi ge dou bu neng shao (Not one less)* (in Mandarin with English subtitles)  
UNCW Recreational DVD Collection

A young Chinese teacher from a remote village goes to the city to look for a missing student

*The Cranes Are Flying* (in Russian with English subtitles)  
UNCW Recreational DVD Collection

A 1957 film about love and disloyalty during World War II

First Year Bodes Well for

# Lookout Books



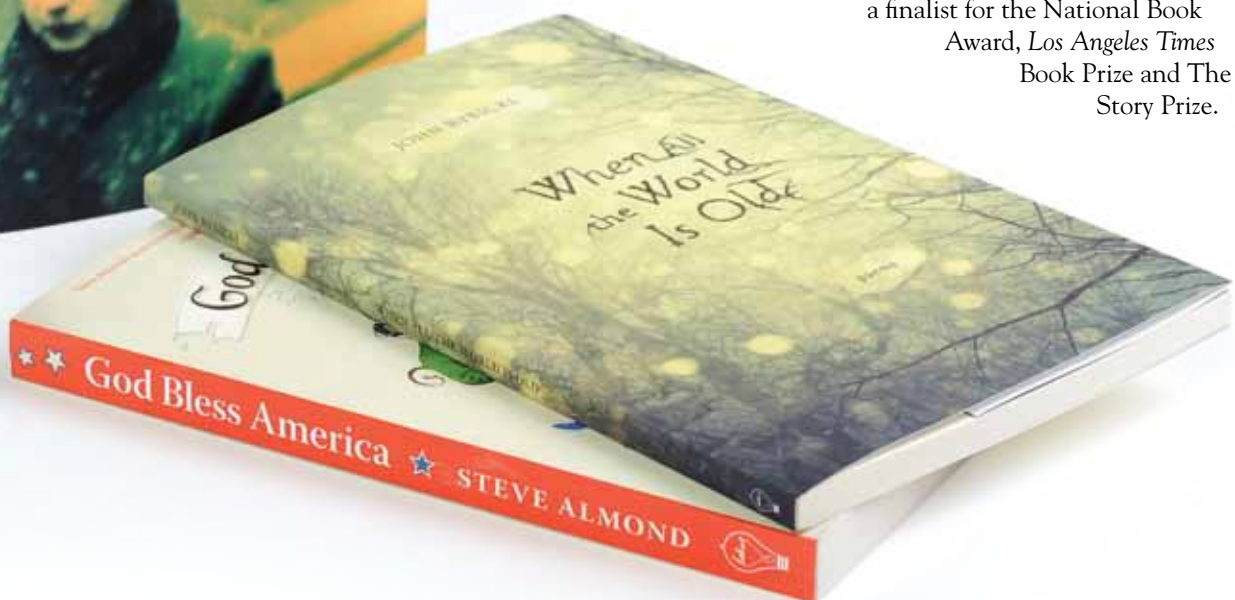
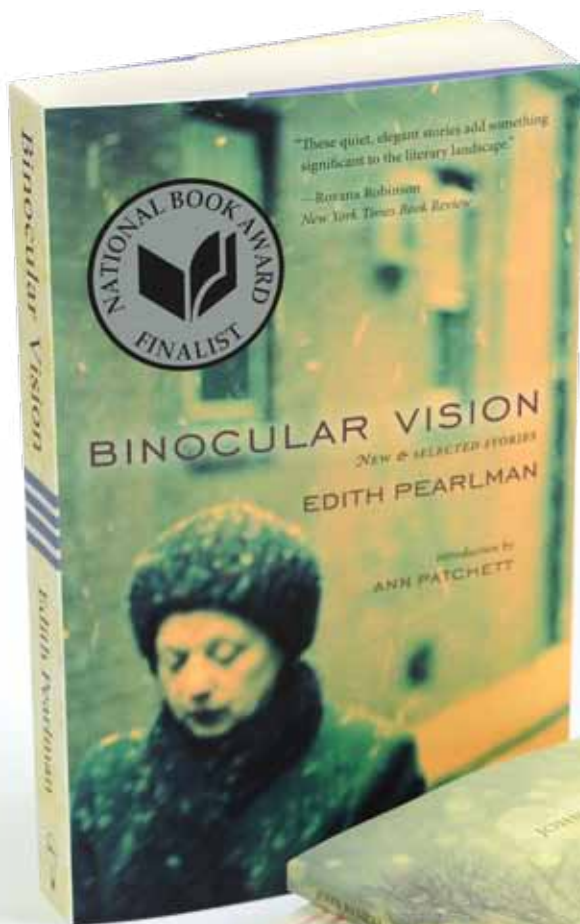
By Sally J. Johnson '14M

Emily Louise Smith, director of the Publishing Laboratory, and Ben George, editor of *Ecotone*, established Lookout Books, the literary imprint of the University of North Carolina Wilmington Department of Creative Writing, as a teaching press. It provides hands-on experience to help bachelor and master of fine arts degree students better understand boutique publishing and be prepared for the job market that awaited them upon graduation.

What they didn't prepare for is how much this endeavor would become a learning experience for the two of them or how successful Lookout would become and how quickly.

Smith and George knew when they started Lookout Books they wanted to find overlooked, emerging and/or under-appreciated authors who had wonderful manuscripts that were just waiting to be made into beautiful books people needed to read. The first of these was Edith Pearlman and her collection of new and selected short stories, *Binocular Vision*.

Within its first year, Pearlman's *Binocular Vision* has won heavy-hitting literary prizes, including the National Book Critics Circle Award in fiction and the PEN / Malamud Award. She was a finalist for the National Book Award, *Los Angeles Times* Book Prize and The Story Prize.



UNCW/JAMIE MONCRIEF



After the success of its debut author, Lookout has not slowed down. But every day is a new lesson.

“We’ve learned a lot along the way,” says Smith, speaking of trips with Pearlman to awards ceremonies and meetings with potential reviewers in New York City. And, it has paid off with “people beginning to recognize the name Lookout.”

Comparing Lookout to other, larger presses, Smith notes that Lookout will put out fewer titles than larger publishers and can, therefore, devote more time to each manuscript. Of Lookout’s authors, she says, “I’ve read every word of every one of their books, many times.”

When speaking with reviewers, encouraging them to keep their eyes on Lookout authors, she tells them, “You probably won’t know their names, you may not recognize their work, but we hope that you’ll pay attention and begin to trust our taste for identifying writers who, for whatever reason, haven’t had a fair shake at the commercial houses.”

Lookout is also dedicated to the highest design standards, and authors can expect tailored media and marketing for their books.

The media strategy for *Binocular Vision* has looked much different from Lookout’s second book, Steve Almond’s *God Bless America*. Almond’s readers are much different from Pearlman’s, and Lookout took that into account when planning for his readings, disseminating his book trailer, reaching out through social media and harnessing his strong online presence.

John Rybicki’s third collection of poems, *When All the World Is Old*, is Lookout’s third book. Publishing a book of poems brought new challenges for Smith and her team of student interns. Marketing poetry and making it available to audiences is a much different territory from a collection of short stories.

Rybicki’s collection focuses on his late wife’s 16-year struggle with cancer. A *Time Magazine Kids* award-winning teacher, Rybicki will visit North Carolina and guest teach at a Wilmington middle school. The Lookout team is also reaching out to the nursing and oncology communities since Rybicki’s collection is dedicated to nurses and doctors.

Ben Miller will be Lookout’s first nonfiction author with *River Bend Chronicle: The Junkification of a Boyhood Idyll amid the Curious Glory of Urban Iowa*, a memoir which explores the tangled connections of the eccentric Miller family with their neighbors and America of the 1970s. *River Bend Chronicle* will be available Oct. 23, 2012.

Lookout plans to publish three to five books per year. Starting in 2013, one of those books will be from Lookout’s new Reclamation Series. This series will be similar to *Ecotone*’s existing reclamation project to unearth already-published work of prose and reintroduce them to the world.

**Lookout Books has published a number of books that have received major literary prizes and critical acclaim.**



TOM O'NEILL



LAURIE PHELPS



JONATHAN SACHS



ERIN ALMOND

From top, Lookout Books’ authors: Ben Miller, John Rybicki, Edith Pearlman and Steve Almond.

# A Drilling Performance

By Marybeth Bianchi

Though arts and sciences are generally thought to be on opposite ends of the educational spectrum, Andrew Belser is exploring ways to combine the two.

The chair of the UNCW Department of Theatre speaks knowledgeably about Marcellus Shale natural gas drilling that is booming in his home state of Pennsylvania.

“Oh my gosh, how interesting is fracking,” he asks.

The performance artist explains the process, sketching an illustration of a rig’s tentacles that drill deep into the earth. He explains how a casing filled with highly charge bullets is injected into the pipes to blast holes in the rock, fracturing it so it can be flooded with water to release the precious fuel.

While highly profitable for energy companies and some landowners alike, the drilling is very controversial particularly because of environmental concerns.

“I’m really not against it or for it,” Belser said. “But as a country we’re not in a position to ignore this kind of resource, especially without a coordinated national energy policy.”

Belser knows there are scientific as well as cultural issues that surround this modern day gold rush and, with funding from a National Science Foundation (NSF) grant, he is using his theatrical skills to educate residents about science.

“There is a lot of misinformation out there, and this NSF project aims to educate people about the effects of this industry on the culture, environment and economy of the region,” Belser said.

Belser is part of an interdisciplinary team made up of Pennsylvania State University researchers, the Marcellus Center for Outreach and Research and UNCW faculty whose work is being funding by a \$2.5 million three-year NSF grant. It’s a complex project that involves geologists, engineers, chemists, social scientists, performance artists and land management experts.

For Belser’s part, “we are creating pieces that are trying to engage the community with the real science and the cultural issues in ways that bring it alive for them.”

“Community Conversations: Living with Risk, Reward and Uncertainty” is a series of short plays written specifically for the communities where they will be performed. The plays explore audience members’ perceptions of the energy resource development taking place in their communities by presenting a range of views and information on the environmental risks associated with natural gas drilling.

At UNCW, Belser worked with Gregg Buck, assistant professor of lighting and set design, and Max Lydy, assistant professor of technical theatre and sound design, on a 10-minute multimedia performance piece that he called a “meditation on the place.”



THOMAS CONE

And that place is the back roads, rivers and mountains of Pennsylvania—the ground zero for Marcellus Shale drilling. Belser’s performance piece will be presented with two other pieces in town hall meetings throughout the Marcellus Shale drilling region of Pennsylvania – generally, the northern and western areas of the state.

The artistic portion of the NSF grant totals \$300,000, an amount he said is very rare these days for artistic ventures. But it is the coupling of arts and sciences that is the forefront of future collaborations that NSF will support, he predicts.

“I’m using this as one of the seed projects to do more art/science work here at UNCW,” he said. One that premiered in April at UNCW as part of Chancellor Gary Miller’s installation is titled “Face Age,” a multimedia production that explores the perceptions of aging. It teams Karl Ricanek, associate professor of computer science; Dave Monahan, film studies department chair; Charles Hardy, dean of the College of Health and Human Sciences; Ellie Covan, professor of gerontology; and Brenda Pavill, professor of nursing, and is performed by UNCW students, faculty and Osher Lifelong Learning Institute members.



## UNCW Theatre Abroad

**Paul Castagno**, the founding chair of the Department of Theatre, is an expert on “commedia dell’arte” (also known as Italian comedy) and had the opportunity to share his knowledge in May 2011 when he traveled to Italy to lecture about modern commedia dell’arte performance.

Castagno met with Teatro Immagine, the leading commedia dell’arte company in Italy. As a result, UNCW students travel to Italy, beginning in Sardinia, then to Tuscany and ending in Venice with a residency at Teatro Immagine.

Routledge released a second edition of Castagno’s book on playwriting, *New Playwriting Strategies: A Language-Based Approach to Playwriting*.



## New Edition of Piano Guide

**Cathy Albergo**, the chair of the Department of Music, demonstrates her dedication to superior music education as well as her Seahawk pride in the fifth edition of *Piano Repertoire Guide*.



The book has a teal cover to represent UNCW.

Previously, the book cover was blue for the University of Illinois where Reid Alexander, her co-author, is a professor.

The new edition received enthusiastic reviews from the other music teachers and a positive review in the October/November *American Music Teacher* magazine.

## International Bivalves

In October 2011, **Martin Posey** of the Department of Biology and Marine Biology demonstrated UNCW’s recognition as a growing leader in bivalve research. He was one of five experts invited to participate in an International Union for Conservation of Nature (IUCN) Red List assessment workshop on habitat forming bivalves.

IUCN is an organization dedicated to finding solutions to the most pressing environmental issues. Its goal is to develop policy, laws and best practices for governments and companies throughout the world.

## UNCW Goes Global with More Fulbright Grants

UNCW is among one of the nation’s top Fulbright producers on a list created by the Institute for International Education (IIE). A Fulbright gives its recipient the opportunity to go abroad to study, teach and conduct research in an effort to create a mutual understanding between countries all over the world. The Fulbright Program awards around 8,000 grants each year.

UNCW professors **Todd Berliner** and **Diane Levy** each received an award for the 2011-12 academic year.

Levy is a professor in the Department of Sociology and Criminology. She received the Core Fulbright Scholars Award and traveled to Ukraine in early February 2012, instructing two courses at the National University of Kyiv-Mohyla Academy in Kiev, helping the university’s social policy department to develop new curricula and working with students on theses.

Berliner, a professor in the Department of Film Studies, is no stranger to the international experience. This is the second time he was awarded a Fulbright grant. He received the László Országh Chair in American Studies, which is a Fulbright Scholars Distinguished Chair Award. These awards are given to candidates who are “senior scholars and have a significant publication and teaching record.” Only 40 distinguished chair awards are given out each year.

## International Poetic Translation

**Robert Siegel**, associate professor of creative writing, has been translating Japanese haiku poems into English as research for a novel he is working on. He also uses translation exercises in his writing workshops to show the translation process as well as the complexity in each individual phrase.

**Sarah Messer**, associate professor of creative writing, received a Cahill Grant and worked with Chinese Scholar Kidder Smith on a book-length translation of the work of 15th century Japanese poet, Ikkyu Sojun. After a year and a half of work, a draft of the project is complete and revisions will be made this spring.

**Malena Morling**, associate professor of creative writing, has experience translating Swedish poetry and recently translated the work of Tomas Transtrommer, a Swedish poet who won the 2011 Nobel Prize in Literature. Morling’s poems and her translations have appeared in many literary publications.

By Tara Hardy ’12

What do all of these  
things have in common?

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\*The Department of Theatre used the Excellence Fund to provide lumber for students to build props and make stage improvements for productions. In the Department of Anthropology, the funds were used to upgrade microscopes and send several students and faculty members to a conference to give presentations. The Department of Communication Studies purchased two video recorders for Capstone students to use for their final projects.





UNCW/KATHERINE FRESHWATER

# Face.Age

was a unique  
multi-media  
installation  
combining  
elements of

science, technology, engineering, arts and math, as well as aging research.

It was a collaborative effort among faculty members Andy Belser, theatre; Dave Monahan, film studies; Ellie Cowan, gerontology; Brenda Pavil, nursing; and Karl Ricanek, computer science. Ricanek is director of UNCW's Face Aging Group, which conducts research in biometrics and facial aging modeling.

The team gathered five participants through the university's Osher Lifelong Learning Institute and paired them with five undergraduate theatre majors.

The Face.Age exhibition was part of the month-long celebration of the installation of Chancellor Gary L. Miller.



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